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1921/22

State Normal and Training School

BUFFALO, NEW YORK

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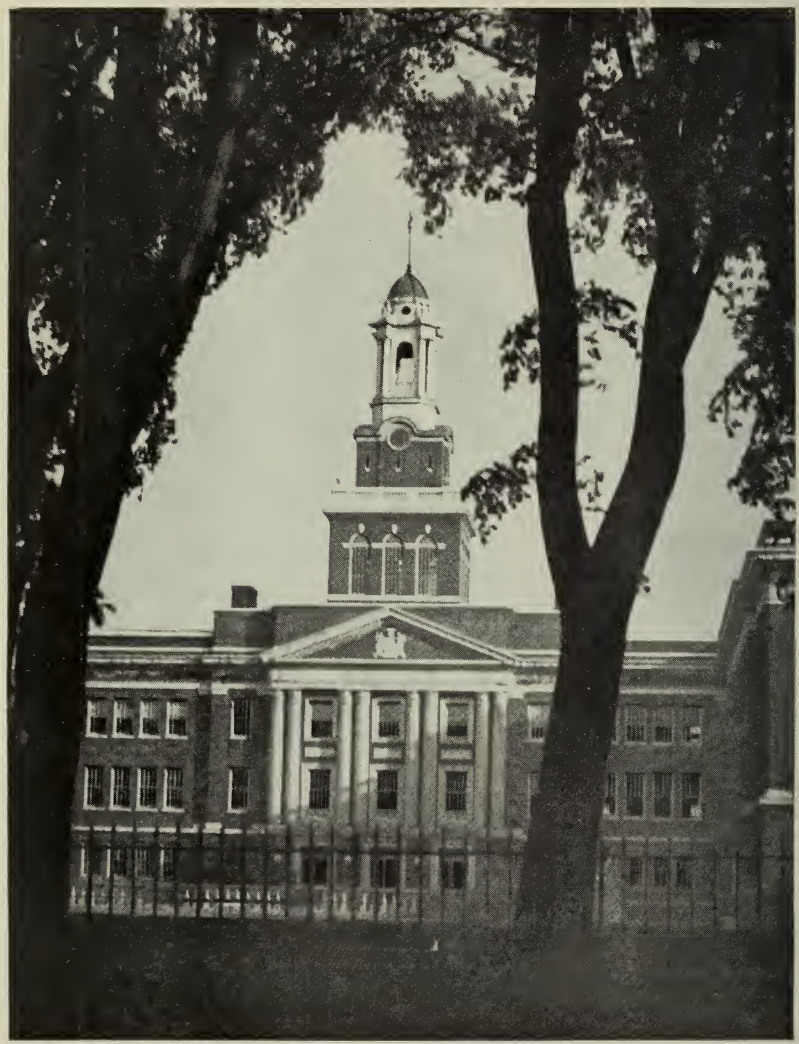
The Buffalo State Normal and Training School.



The Central Tower as Seen Through the Elms of the Front Campus.
(*Replica of Tower of Independence Hall, Philadelphia.*)

STATE NORMAL AND TRAINING SCHOOL

BUFFALO, NEW YORK

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CATALOGUE 1921-1922

"Education is the most sacred concern of a nation and its only hope."
—Galsworthy

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CALENDAR OF DAY SCHOOL

1921

Tuesday, July 5th, Summer Session opens.
Saturday, August 6th, Summer Session closes.
Tuesday, September 6th, School of Practice (not Normal Department) opens.
Wednesday, September 14th, Normal Department opens.
Wednesday, October 12th, Columbus Day.
Wednesday, November 23rd, at close of school session Thanksgiving recess begins.
Monday, November 28th, work resumed.
Thursday, December 22nd, at close of school session Christmas recess begins.

1922

Monday, January 2nd, work resumed.
Wednesday, January 25th, semester examinations begin.
Monday, January 30th, second semester begins.
Wednesday, February 22nd, Washington's Birthday.
Thursday, April 13th, at close of school session Easter recess begins.
Monday, April 24th, work resumed.
Tuesday, May 30th, Memorial Day.
Wednesday ,June 21st, term examinations begin.
Sunday, June 25th, Baccalaureate Sunday.
Monday, June 26th, Class day.
Tuesday, June 27th, Commencement.

CALENDAR OF EVENING INDUSTRIAL TEACHER TRAINING CLASSES

1921

Monday, Setember 19th, final date for consideration of applications.
Wednesday, September 21st, 7.30 p. m. class work begins.
Wednesday, October 12th, Columbus Day.
Wednesday, December 24th, at close of evening session Christmas recess begins.

1922

Monday, January 2nd, 7.30 p. m. work resumed.
Wednesday, January 11th, term examinations.
Monday, January 16th, 7.30 p. m. second semester begins.
Wednesday, February 22nd, Washington's Birthday.
Wednesday, April 12th, at close of session Easter recess begins.
Monday, April 24th, work resumed.
Monday, May 8th, final examinations and close of second semester.
Sunday, June 25th, Baccalaureate services.
Monday, June 26th, Class Day.
Tuesday, June 27th, Commencement.

THE UNIVERSITY OF THE STATE OF NEW YORK

REGENTS OF THE UNIVERSITY WITH YEARS WHEN TERMS EXPIRE

1926 Pliny T. Sexton, LL.B., LL.D., Chancellor Emeritus ..... Palmyra
1927 Albert Vander Veer, M.D., M.A., Ph.D., LL.D., Chancellor ..... Albany
1922 Chester S. Lord, M.A., LL.D., Vice-Chancellor, Brooklyn
1924 Adelbert Moot, LL.D. ..... Buffalo
1925 Charles B. Alexander, M.A., LL.B., LL.D., Litt. D. ..... Tuxedo
1931 Thomas J. Mangan, M. A. ..... Binghamton
1928 Walter Guest Kellogg, B.A., LL.D. ..... Odgensburg
1932 James Byrne, B.A., LL.B., LL.D. ..... New York
1929 Herbert L. Bridgman, M.A. ..... Brooklyn
1921 Willam J. Wallin, M. A. ..... Yonkers
1923 William Bondy, M.A., LL.B., Ph.D. ..... New York
1930 William P. Baker, A.M. ..... Syracuse

PRESIDENT OF THE UNIVERSITY AND COMMISSIONER OF EDUCATION

Pierpont Frank Graves, A.B., A.M., Ph.D.

DEPUTY COMMISSIONER OF EDUCATION

Frank B. Gilbert, A.B., LL.D.

ASSISTANT COMMISSIONER AND DIRECTOR OF PROFESSIONAL EDUCATION

Augustus S. Downing, M.A., Ph.D., L.H.D., LL.D.

ASSISTANT COMMISSIONER FOR SECONDARY EDUCATION

Charles F. Wheelock, B.S., LL.D.

ASSISTANT COMMISSIONER FOR ELEMENTARY EDUCATION

George M. Wiley, M.A., Pd.D., LL.D.

LOCAL BOARD OF MANAGERS

Mr. Edward H. Butler, President ..... Buffalo
Hon. Henry W. Hill, Secretary and Treasurer ..... Buffalo
Mr. Robert W. Pomeroy ..... Buffalo
Mr. John M. Satterfield ..... Buffalo
Mr. Walter Platt Cooke ..... Buffalo
Mr. Thomas B. Lockwood ..... Buffalo
Mrs. Caroline Tripp Clement ..... Buffalo
Mrs. Mary Gowans Kiepe ..... Buffalo
Mr. A. Conger Goodyear ..... Buffalo

View of Front Campus from the Tower.

Reading Room of the Edward H. Butler Library.

THE FACULTY

Harry W. Rockwell .....Principal
Brown, B.A.; Columbia, M.A.; New York University.

NORMAL DEPARTMENT

(Names arranged alphabetically)

Arthur J. Abbott .....Music Supervisor of Music Buffalo Public Schools; Graduate of American Institute Normal Methods.

Gertrude M. Bacon ....Superintendent of Practice Teaching
Graduate Buffalo State Normal School; Columbia Summer School (seven sessions); University of Buffalo (extension work).

Elizabeth L. Bishop .... Science and Chairman of Program Committee
Graduate Buffalo State Normal; Teacher's College, Columbia University, B. S.

Charles B. Bradley .....Head of Art Department
Graduate Pratt Institute; Extension work in College of Fine Arts, Syracuse University; Cornell University; Teachers' College, Columbia University.

Alice A. Brigham .....Domestic Art
Graduate Buffalo State Normal; Teachers' College, B. S.

Clinton B. Burke .....Woodworking

Carl H. Burkhardt .....Physical Education
Supervisor of Physical Education, City Department of Education; Graduate Normal College of the American Gymnastic Union. Summer sessions at Harvard University and Indianapolis.

Louise M. Cassety .....Head of Kindergarten Department
Graduate Buffalo State Normal; Teachers' College 1904-5 (Summer session 1920).

Myrtle V. Caudell .Director of Vocational Homemaking Dept.
Graduate Buffalo Training School; Graduate Drexel Institute; Teachers' College, B.S., M.A.

Georgina E. Chamot .....Domestic Art
Graduate Buffalo State Normal; Columbia Summer School (two sessions); Cornell Summer School (two sessions).

Susan F. Chase .....Psychology
Graduate Quincy, Mass. Training School; University of Wisconsin, B.L.; Milton College, M.A.; University of Buffalo, Pd. D.; Extension Work, Chicago, Cornell, Columbia and City College, New York, Leland Stanford University.

Marjorie B. De Lano .....Kindergarten
Graduate Cortland State Normal School; Teachers' College, Columbia University Summer Session.

Rosamond M. Dodge .....Music
Elmira College, B.S.; Cornell Summer School (three sessions) Elmira College School of Music.

Ruby Donaldson .. ..Domestic Science
Graduate Buffalo State Normal Homemaking Department B. S. (in Home Economics) Teachers' College summer session.

Helen G. Englebreck .....History and Registrar
Elmira College, A.B.; Columbia Summer School, Teachers' College (one semester).

Anna M. Gemmill .....Chemistry
Graduate Buffalo State Normal School; Extension work Chicago University, Cornell, Teachers' College, Columbia University, University of Buffalo.

Minnie Groves .....Penmanship
Graduate Palmer Methods, School of Penmanship; Summer Session at Eastern Kentucky Normal School and University of Florida.

Florence L. Harrison .....Costume Design
Graduate New Paltz Normal School; Teachers' College, (three summers) University of California 1918; Teachers' College, Columbia, (one semester).

Ruth Elliott Houston .....Head of Physical Education Dept.
Western College, B.S.; Graduate Oberlin College, Department of Physical Education; Graduate Harvard Summer School of Physical Education.

Will C. Johnson .....Machine Shop
Graduate Buffalo State Normal (Vocational Department) Bethlehem Shipbuilding Company; Pierce-Arrow Motor Car Company; Curtis Motor Company, Buffalo Smelting Works.

Jane M. Keeler .....English
Emerson College of Oratory, Extension work Dramatic Department Ithaca Conservatory of Music.

Ida L. Kempke .....Head of English Department
Graduate Buffalo State Normal; University of Buffalo, Pd.B.; Extension work at Teachers College (two sessions) City College, New York; Cornell; Harvard (four summers) and Chicago University.

Irene M. Lanning .....English
Graduate Buffalo State Normal; Teachers' College; Columbia University B.S. and A.M.

Daniel Bell Leary .....Economics
Columbia University, A.B., M.A., Ph.D.; Superintendent's diploma Teachers' College, Columbia University.

Irving C. Perkins ....Director of Vocational Industrial Dept.
New Hampshire State College, B.S.; Extension work Teachers' College, Columbia University.

J. F. Phillipi .....Head of Mathematics Department
Graduate Fredonia Normal; University of Buffalo, B. A.

George M. Quackenbush .....Vocational Industrial
Rennselaer Polytechnic Institute; Columbia University (Summer Session) University of Rochester (Extension course).

Catherine E. Reed ....Elementary Science and Nature Study
Syracuse University A. B.

Jennie Robson .....Arithmetic
Albany Normal College, Pd. B.

Charles C. Root .....Head of Education Department
Michigan State Normal College, B. Pd., M. Pd. (Hon.) University of Michigan, B.A.; University of Chicago, M. A.

Bertha Ryan .....English
Welesley College, B. A.; Syracuse University M. A.

Winifred E. Salom .....Physical Education
Savage School Physical Education; Extension work Teachers' College, Columbia University.

Mildred L. Sipp .....Vocational Homemaking
Graduate Buffalo State Normal; Teachers' College, Columbia University, B.S. and summer session.

Ruth E. Speir .....Music
Graduate Virgil School of Music; Skidmore School of Arts; New York University (two summers) Cornell Summer School.

Helen C. Smith .....Vocational Homemaking
New York State College for Teachers; Extension work Teachers' College, Columbia (summer session); Syracuse University.

Amelia Brown Sprague .....Drawing and Design
Cincinnati Art Academy; Pratt Institute; Summer Sessions at New York University, University of Tennessee, Chicago University, Berkshire Summer School of Art.

Elizabeth P. Taylor .....Vocational Dressmaking
Graduate Buffalo Normal (Vocational Department) Head of Dressmaking Department, McCurdy & Co., Rochester; Extension work University of Rochester.

Grace Viele .....Librarian
Smith College, B. L.; Graduate Buffalo State Normal; Columbia Summer School, Albany Library School.

Lillian W .Walker .....Geography
Graduate Buffalo State Normal; Extension work University of Buffalo, Harvard Summer School and Columbia University Summer School.

Frances Vinton Ward .....Vocational Homemaking
Boston University, B.A.; Extension work at M. I. T. and Wesleyan University; Summer session at Harvard Teachers College and Cornell; Graduate work at Cornell.

(2 English.
22, 23, 24, 32,

(3 Hist.
16,

(4 Economics
25,

(5 Psychol. 12

(5½ Math
27,

(6 Educ.
31,

(6a Science
4 29.

(7 Chem. 17,

(7½ Geog
46,

(8 Costume Design
19

(9 Cert Subj 5

(10 Com + Design.
39,

(10a Dom art
6, 11

(11 Dom. Science
10, 34, 36, 41,

(11b Cookery
30,

(12 Voc Ind. Hdt
26, 28, 42

(11a Laundering
Machine Shop
7, 21,

(13 Bus. Sci
15

(14 Voc. Dressmaking
38,

(16 Part Time School
43.

Phys Educ
Theirs instrs

Music Three instrs
Com Sub One instr

Manual Training one
Teacher

Domestic Science Three
Other Teachers

Walter B. Weber .....Electrical Theory and Construction
Graduate Buffalo State Normal (Vocational Department).

Frederic P. Woellner .....Head of Part Time Schools
University of Cincinnati, B. A.; Teachers' College Cincinnati, Graduate work at University of Cincinnati and Teachers' College, Columbia University.

THE FACULTY OF THE SCHOOL OF PRACTICE

Minnie Groves .....Critic Teacher Ninth Grade
Graduate Palmer Methods School of Penmanship; Summer session at Eastern Kentucky Normal School and University of Florida.

Mary H. Fowler .....Critic Teacher Eighth Grade
Graduate Buffalo State Normal; Columbia Summer School.

Winona Frederick .....Critic Teacher Seventh Grade
Graduate Buffalo State Normal School.

Elizabeth B. Small .....Critic Teacher Sixth Grade
Graduate Buffalo Training School; Columbia Summer School.

Stella O'Reilly .....Critic Teacher Sixth Grade
Graduate Buffalo State Normal; Harvard Summer School; Extension work D'Youville College.

Carrie Benson .....Assistant Principal and Critic Teacher Fourth Grade
Graduate Oswego State Normal; Extension work University of Buffalo, Columbia University Summer School.

Ella M. Smith .....Critic Teacher Third Grade
Graduate Buffalo State Normal; Columbia Summer School and Teachers College, Columbia University 1920-21.

Theresa A. Roehsler .....Critic Teacher Second Grade
Graduate Buffalo State Normal; Extension work University of Buffalo, Columbia Summer School.

Ernina S. Smith .....Critic Teacher First Grade
Graduate Buffalo State Normal; Colorado College Summer School; Columbia Summer School (three sessions); Extension work University of Buffalo and Chicago University.

Lydia A. Chamot .....Teacher of French
Graduate Buffalo State Normal.

PRACTICE SCHOOL AT PUBLIC SCHOOL No. 38

M. Josephine Durney .....Critic Teacher Eighth Grade
Helen Weis .....Critic Teacher Seventh Grade
Fanny A. Garvin .....Critic Teacher Sixth Grade
Charlotte M. Moore .....Critic Teacher Sixth Grade
Edna R. Gardner .....Critic Teacher Fifth Grade
Lina Gielow .....Critic Teacher Fourth Grade
Jessie L. Dean .....Critic Teacher Third Grade
Jennie Moss .....Critic Teacher Third Grade
Minnie B. Laird .....Critic Teacher Second Grade
Jane L. Ellis .....Critic Teacher Second Grade
Alice McKay .....Critic Teacher First Grade
Frances M. Rudell .....Critic Teacher First Grade
Clara A. Kreinheder .....Critic Teacher Kindergarten

THE FACULTY OF THE EVENING INDUSTRIAL TEACHER TRAINING CLASSES

Irving C. Perkins, B. S. .....Director
Will C. Johnson ..Industrial History; Material & Equipment
G. Eloise Neil .....Methods and Practice Teaching
Geo. M. Quackenbush .....Trade Analysis
J. E. Smith .....Commercial Part Time
Walter B. Weber .....Practice Teaching
Frederic P. Woellner .....Education, Psychology, Part Time Education

EXTENSION CLASSES AT ROCHESTER

Chas. W. Hamilton .....Psychology & Education
Geo. M. Quackenbush .....Trade Analysis & Methods
A. H. N. Rogers .....Psychology & Practice Teaching

OFFICE STAFF

Nellie P. Howland .....Secretary to the Principal
Margaret C. Gorman .....Stenographer
June E. Fischer .....Stenographer

CAFETERIA

Mabel B. Gilbert .....Manager
Franklin H. Smith .....Supt. of Grounds and Buildings

GENERAL INFORMATION

The Buffalo State Normal School building was completed six years ago and at that time was the last word in architectural design, general arrangement and completeness of equipment. The cost of the building was approximately one-half million dollars but at the present building prices, it would cost nearly three times this sum to duplicate the structure. Architecturally the building is a faithful reproduction in its center tower motif, of the Independence Hall, Philadelphia, and is considered by experts as one of the most successful architectural achievements in the City of Buffalo. The grounds have been laid out in an artistic symmetry with a spacious plaza in front of the building and a broad expanse of lawn beyond bordered by a beautiful row of stately elms. A pool, with fountains, the gift of the Alumni Association, adds to the general effect of substantial beauty which the building presents.

The building floor plan is in the general form of a large U, one wing of which houses the Normal Methods Department and the other the Practice School Department, with administration and offices, together with additional class rooms in the center. A rear projection accommodates the Gymnasium, Assembly Hall and Science Laboratories. Included in the Practice School Department is a Kindergarten Department and an Assembly Hall for the use of practice grades. On the ground floor the Vocational Teacher Training shops are located. The Gymnasium is large and well-lighted, providing an admirable space for social affairs for which it is frequently used. An Auditorium which seats one thousand is provided with a stage of ample proportions for dramatic presentations, stereopticon equipment, moving picture machine and a pipe organ.

The Vocational Homemaking Department has an equipment surpassed by few similar departments in the country. It includes kitchens, sewing and millinery rooms, laundry, model dining room, as well as offices and needed store rooms. In the rear of the building which occupies an entire city block the residence of the Principal is located, together with a tennis court which is available for use by the students.

Accessibility of the School

The school is located on the block bounded by Jersey, Fourteenth and York Streets and Normal Avenue, and is reached by Hoyt, Grant and Connecticut Street car lines. The numerous suburban electric and steam car lines which connect Buffalo with the surrounding country render it possible for many

students who live at considerable distance from Buffalo to attend the school and reside at home. All railroads provide reduced rates for students.

A splendidly equipped Cafeteria in which well-cooked and a varied selection of foods is served at prices only sufficient to cover actual cost, plus service, is at the disposal of students who desire lunching facilities at the noon hour.

Student Committee

All questions relating to the welfare of students away from home are referred to the Student Committee, which is composed of members of the school faculty. All rooms offered to the students, through the school, are inspected and certified or rejected by this committee, whose desire it is to surround students who are away from home with every helpful influence. Prospective students desiring assistance in obtaining rooms or board should address the Chairman of the Student Committee, State Normal School, Buffalo, N. Y.

Expenses and Boarding Places

The school is located in the midst of comfortable homes, many of which offer rooms to students from outside the city. Board and room, (two occupying room) including light and heat, may ordinarily be had at from $7 and upward per week, and in some cases the use of the laundry is included. Rooms (two occupying a room), with privilege of using the kitchen, may be secured at from $3 to $5 a week by those who wish to board themselves.

There are numerous opportunities for students to meet a part or all their boarding expenses by assisting in the homes where they are stopping.

Applicants who wish to take advantage of such opportunities for self-help would do well to write to the Student Committee **a full statement as to their ability in different lines of house or other work.** It also would be well to send references and a small photograph.

The Alumni Association

This association numbers about 3,500. It co-operates with the school authorities in all matters tending to the welfare of the school. It also holds an annual meeting and banquet at the close of each school year and tenders a reception to the Senior Class during the spring semester.

Alumni Aid to Students

For the purpose of aiding worthy students who, for financial reasons, are unable, without assistance, to continue their work

Dramatic Club Cast in Production of "Comedy of Errors."
(Under the direction of Miss Jane M. Keeler.)

The Kindergarten Department.

and graduate, a Students' Loan Fund has been formed by the Alumni Association and is available under conditions which provide for its safety and its equable distribution.

Buffalo as an Educational Center

Buffalo enjoys certain conspicuous advantages which offer the privilege of self-improvement. In the educational field the Normal School, the University of Buffalo, Canisius College and the City Department of Education offer frequent lectures which have a very important bearing on modern educational development and so are of vital importance to the teacher in training. In addition to these lectures, the Society of Natural Sciences, the Historical Association and other civic educational bodies, provide frequent lectures. The Libraries of the city, particularly the Buffalo Public Library and Grosvenor Library contain thousands of volumes which are free to all students of the school and offer the best of facilities for research and study.

In the Fine Arts, Buffalo has shown a commendable interest. There exists in this city an unusual appreciation of Music. Numerous musical organizations help to sustain and encourage a wholesome musical interest in the city. Practically all the leading metropolitan artists are brought here for concert work and appear at the Elmwood Music Hall or the Auditorium. During winter months, the best organists of our country and Canada give free recitals on Sunday afternoons at these halls. These recitals are frequently varied by the appearance of excellent orchestras. The expense of these presentations is provided by the special appropriation of the city government. A large and successful Community Chorus is maintained under the expert direction of Mr. Harry Barnhardt.

In the field of Art, Buffalo offers the advantages of the Albright Art Gallery, one of the finest in the United States which is free on several days of the week and besides the permanent exhibits, there are annually brought to the gallery exhibitions of the best contemporaneous work in painting and allied fields of art.

Social Life of School

For the study of the Drama the school offers its own Dramatic Club to those students who show certain capacities which are considered necessary for membership. Certain of the local theatres also present practically all the metropolitan successes in the dramatic field.

In every way consistent with the main purpose of the school the Faculty encourages the social life of students. Numerous receptions are held during the year under proper chaperonage.

There are several organizations also which contribute to the literary and social welfare of student life. Among these are the Y. W. C. A., three sororities, the Arethusa, the Sigma, Sigma, Sigma, and the Clionian, the Dramatic Club and the Faculty-Student Council. The Orchestra and Glee Club provide special opportunities for the development of musical ability and the school publications, the "Elms" and the "Record" invite student contributions and elect their staffs on the basis of individual literary ability. Neighboring churches are most cordial in their attention to out-of-town students and in several of them Bible classes are formed for Normal School students.

Recently an artistically furnished room off the main corridor of the building known as the Social Center Room has been placed at the disposal of the sororities and other School organizations for general use and special meetings.

Essential Qualifications of Prospective Teachers

We believe that young people who desire to render this important form of public service should decide to enter upon this preparation only after deliberation and thorough self-examination. Unless they are physically and temperamentally fitted for this work they will not only find themselves unhappy in it but also through their incompetence, they will work disaster in the lives of the children confided to their care. A real love for teaching based on a genuine love of children, reasonable intellectual ability and good health, are the minimum essentials in the way of preliminary qualifications. To these should be added adaptability and tact, some degree of executive ability and the saving grace of common sense. Candidates lacking these qualifications can hardly hope to make such a success of teaching as will give that life satisfaction which professional service should bring. A Normal School cannot really create these natural qualifications any more than it can create personality. It can, however, hope to inspire and more efficiently train candidates who have reasonable qualifications and it can also by careful discrimination adapt students to the type of work in the educational field for which they seem to be best fitted. To perform this important function efficiently is the earnest hope of all who are associated in the work of the Buffalo State Normal School, and we cordially welcome all properly qualified candidates who seek to share in its life and advantages.

We hear much about the high cost of education and very little about the high cost of ignorance.

REQUIREMENTS FOR ADMISSION

At a meeting of the Board of Regents held on March 28, 1918, the following requirements for admission to State Normal Schools were adopted: "A candidate for admission to the elementary teacher's course, kindergarten-primary course, kindergarten course, rural school course, domestic science and domestic arts courses, manual arts course, commercial course, teacher-librarian course, special drawing course or special music course in a State Normal School must present either a Regents academic diploma (of 72 or more counts) or evidence of graduation from a four-year high school course approved by the President of the University. A candidate for admission to any other special course in a State Normal School must present such evidence of education and experience as shall satisfy the President of the University that such candidate is competent to enter upon the work of such course."

Candidates must be at least sixteen years of age.

While the Regents Academic diploma or graduation from an approved four-year high school course are sufficient to admit to a State Normal School in accordance with the rule noted above as passed by the Regents, we strongly urge all students entering the Buffalo Normal to include in the subjects offered Intermediate Algebra, three years of one foreign language or two years of any two languages together with at least one course in Drawing. Students who present the Regents Academic diploma, provided it includes the subjects named above, may on graduation from the Buffalo Normal School receive credit at the University of Buffalo for the college work of the Freshman and Sophomore years. They may then pursue the work of the Junior and Senior years at the University and obtain the Bachelor of Science degree.

Thus, the Buffalo State Normal School and the University of Buffalo in combination will offer the equivalent of a four-year teacher's college course, the first two years being given at the Normal School and the last two years at the University of Buffalo. Canisius College also offer a similar plan of credit allowance.

A very important arrangement has been entered into with the City Department of Education and the University of Buffalo whereby students may, after graduating from the Buffalo State Normal School, teach in the city system and at the same time take extension work at the University of Buffalo and thus, after a somewhat longer period, complete the college course and obtain the degree of Bachelor of Science. This plan is fully described on page 37 of this catalog.

Candidates for admission to the Vocational Homemaking Department (Domestic Science and Domestic Arts Teacher

Training Courses) must present substantial evidence of homemaking experience satisfactory to the Director of the Vocational Homemaking Department.

Appointment to Buffalo State Normal School

On application to the Principal of the Buffalo State Normal School, candidates will be supplied with a blank form which must be made out in duplicate, signed by the candidate and verified by the Principal of the High School or other Secondary institution from which the candidate graduated. The application should then be returned to the Principal of the Buffalo State Normal School. When countersigned by him and approved by the Commissioner of Education, which constitutes an appointment to the Normal School, candidates will be duly notified of the acceptance of their applications.

All students are requested to be present on the opening day of school. Those not present when the school opens will be admitted only by special arrangement.

Tuition and use of textbooks in all courses are free to residents of the State of New York but residents of other states are admitted by special appointment of the Commissioner of Education and are required to pay in advance a tuition fee of $20 a semester, which fee covers tuition and use of text books.

ENTRANCE ON SPECIAL CONSIDERATION

Candidates, 21 years of age, who have had two years of high school work or its equivalent and in addition thereto have taught two years will be admitted to the Normal school with the understanding that they must complete the minimum high school course in addition to the professional course before they shall be graduated. The Buffalo Normal School maintains no high school department and does not offer instruction in high school subjects.

Graduates of training classes who entered the class on a high school diploma and who have taught one year since graduation from the training class may complete the professional course in the Normal school in one year if they possess the required aptitude for training.

Those who hold first grade certificates or rural renewable certificates may be graduated in one and one-half years provided: (1) they are high school graduates; (2) they possess the necessary aptitude for study and training.

Those holding the life state certificate may be graduated in one year. Those who have completed one year's work in an approved college may be graduated in one and one-half years.

After September, 1921, the Elementary Teacher course will be increased from two to three years in length. The above provisions will be changed thereafter to conform to the increased time requirement.

I. Curriculum for Normal Schools of New York State

Kindergarten-Primary (1, 2, 3,)		Intermediate (4, 5, 6)		Grammer (7, 8, 9)	
First Semester		**First Semester**		**First Semester**	
Essentials of Eng. 1	3				
Health Education	2				
Arithmetic	4				
History (European)	3				
Intro. to Teaching	2	SAME		SAME	
Drawing	3				
Music	2				
Observation	1				
	20				
Second Semester		**Second Semester**		**Second Semester**	
Essentials of Eng. II	3				
Health Education	2				
Geography (Gen'l)	3				
Penmanship	2				
Music	3				
Psychology	3	SAME		SAME	
Eng. Lit. (Gen'l)	3				
Observation	1				
	20				

Courses for Kindergarten-Primary, Intermediate and Grammer Divisions identical first year. Differentiation begins second year.

Third Semester		**Third Semester**		**Third Semester**	
Primary Reading	3	Drawing	3	Drawing	3
Health Education	3	Health Education	3	Health Education	3
Kindergarten Theory	3	Geography	3	Geography	3
Music	2	Music	2	Music	2
Nature Study	2	Nat. Study & El. Sci.	3	Nat. Study & El. Sci.	3
Handwork	4	History	3	History	3
Technique of Teaching (Sch. Econ.) & Obser.	3	Technique of Teaching (Sch. Econ.) & Obser.	3	Technique of Teaching (Sch. Econ.) & Obser.	3
	20		20		20
Fourth Semester		**Fourth Semester**		**Fourth Semester**	
Tests and Scales	2	Tests and Scales	2	Tests and Scales	2
Sociology	2	Sociology	2	Sociology	2
History of Education	3	History of Education	3	History of Education	3
Kindergarten Theory	3	Music Appreciation	2	Music Appreciation	2
Music Appreciation	2	Industrial Arts (Hand-work)	3	Physical Training and Games	3
Industrial Arts (Hand-work)	3	Physical Training and Games	3	Participation	3
Participation	3	Participation	3	Health	2
Health	2	Health	2	Elec. in J. H. S. field	3
	20		20		20
Fifth Semester		**Fifth Semester**		**Fifth Semester**	
Library	2	Library	2	Library	2
Specialized Psychology	3	Specialized Psychology	3	Specialized Psychology (adolescent)	3
Songs & Games for child'n	3	Reading Methods	3	General Science	* 3
Reading Methods	3	Participation	5	Music	* 3
Participation	5	Conference	1	Drawing	* 3
Conference	1	Elective	6	Literature	* 3
Elective	3			History	* 3
				Geography	* 3
				Mathematics	* 3
				Economics	3
				Participation	5
				Conference	1
	20		20		20
Sixth Semester		**Sixth Semester**		**Sixth Semester**	
Obser. & Prac. Teach.	10	Obser. & Prac. Teach.	10	Obser. & Prac. Teach.	10
Children's Lit.	3	Principles of Education	3	J. H. S. English	3
Conferences	2	Conferences	2	Conferences	2
Principles of Education	3	Penmanship	2	Principles of Education	3
Handwork	2	Reading & Juv. Lit.	3	Penmanship	2
	20		20		20

*Select any two.

Students entering Normal Schools in September 1921 will receive normal life diplomas on the completion of the work specified for semesters 1, 2, 3 and 6 (2 years). Indicated periods refer to clock hours.

SYNOPSES OF COURSES

EDUCATIONAL TESTS AND SCALES—SEMESTER 4.

A brief course which aims to familiarize the class-room teacher with the "measuring" movement in education. Suffcient acquaintance with the fundamental statistical terms and methods will be given to enable students to read the literature of this field intelligently. Evaluation of tests and scales, contact with some of the most important ones, and some experience in handling tests will be provided. How to measure the results of teaching and thereby diagnose difficulties and improve classroom instruction will be the chief outcome sought in this course.

SOCIOLOGY—SEMESTER 4.

The aim of this course is to make a study of the business of living. The question which the subject seeks to answer is "what is society?"

In general, consideration should be given to the origin of society, its development, structure, and functions, and a systematic survey should be made of social processes and the reciprocal relations between individuals.

Some of the specific topics for study are the origin, historical development and problems of the family; the function of the family in its relation to population and the social organism; phenomena of associated human life; present day social problems, and guiding principles toward their solution.

The development of the social impulses of pupils should be studied with a view to point the way by which they may co-operate and live together in peace and harmony. The ethics of the teacher's position and work should have specific emphasis.

PRINCIPLES OF EDUCATION—SEMESTER 6.

An integrating course which should aim to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The genetic method should be emphasized wherever it will illuminate present tendencies or practices, thus familiarizing the student with the more important names and movements in the history of education. The course should involve a discussion of such topics as: the definition of education; the aims of education; the development of various conceptions of educational values; and the genesis and present status of certain controverted questions of educational theory (such, for example, as the doctrine of interest, the relation of liberal to vocational education, the doctrine of formal discipline, etc.)

HEALTH EDUCATION

A physical examination should be required as the first step in Health Education. Remediable defects and abnormalities should be corrected before graduation. Teachers should be required to practice reasonable health habits during training.

The purpose of the course is to prepare teachers to take an intelligent and active part in Health Education programs.

Course of Study:—Theoretical work and practical work in the gymnasium.

FIRST YEAR

Semester 1—General, personal and community hygiene; some instruction in anatomy and physiology is included; formal gymnastics, marching tactics, corrective gymnastics.

Semester 2—School hygiene, cause, transmission and prevention of communicable disease; first aid; home care of the sick.

Progression in gymnasium work of semester 1 and folk dancing.

SECOND YEAR

Semester 3—Defects of school children; nutrition from the health standpoint, including the hygiene of digestion; oral hygiene.

Natural gymnastics, corrective gymnastics, setting up drills; playground organization.

Semester 4—Administration of Health Education programs from the teacher's standpoint, including medical inspection laws and systems; health laws; child labor laws; methods in teaching hygiene.

Playground administration; games; setting up drills.

Methods in theoretical work and in the gymnasium should be taught progressively throughout each semester.

In addition to the above work in practical health education, five hours per week of recreation outside of school hours is suggested, two of which shall be supervised sports.

ENGLISH

ESSENTIALS OF ENGLISH I and II.

This course should include the following types of work to be divided between the first and second semesters as seems best:

(a) Thorough review of fundamentals of English grammar with special attention to sentence structure, syntax and common errors.

(b) Cultivation of good reading and effective address. Exercises to develop good tone, enunciation, articulation; study of phonetics and hiacritical markings to secure accurate pronunciation. Define standards of spoken English required and correlation with school dramatics encouraged.

(c) Thorough study and practice of composition oral and written. Power to collect material, organize ideas and effectively express them. Frequent themes required with class criticism and personal conferences. Measurements of results through standard tests in composition. Requirements in composition in elementary syllabus by grades analyzed and studied.

Language methods for grades one to six including story-telling reproduction, dramatization, picture-study, speech correction, language games et cetera are to be taken up in this course. In connection with this work it will be necessary to touch upon literature sufficiently to show its place in language work; full appreciative treatment will be included in other courses.

ENGLISH LITERATURE (General)—SEMESTER 2.

The purpose of this course is cultural rather than professional. A maximum of appreciative reading of works chosen because of both literary excellence and importance in the history of literature. This course should correspond to the general course in literature given in many colleges. Contemporary literature should receive some attention. A brief survey of the history of literature may be developed in connection with the reading.

PRIMARY READING—SEMESTER 3.

Aims of course to acquaint students with problems that confront the teacher in the beginnings of reading and to formulate methods. Place and value of phonics. Teaching of oral reading, silent reading, and cultivation of right habits of reading. Devices to secure rapidity of word recognition. Psychology of the reading process. Measurement of reading by use of standard tests.

READING AND JUVENILE LITERATURE—SEMESTER 6.

A brief survey of the topics covered in Primary Reading with special emphasis placed upon the mastery of thought. Training in right habits of silent reading emphasized. Juvenile literature, prose and verse, appropriate for itermediate grades as suggested in the State Elementary syllabus. Principles underlying methods of treatment considered.

CHILDREN'S LITERATURE—SEMESTER 6.

The collection and study of literature in verse and prose suited to the interests and needs of primary children. Various types of stories studied and practice in the art of story-telling encouraged. Best translations and adaptations of classic masterpieces reviewed. Poetry for children recommended and studied. The teacher should know well a few stories and poems suitable to each grade. New York State elementary syllabus selections should be stressed.

JUNIOR HIGH SCHOOL ENGLISH—SEMESTER 6.

A study of the field of literature recommended for early adolescence with special reference to the state elementary and secondary English syllabuses. Emphasis upon wide general reading and upon effective silent reading continued. Composition methods appropriate to the widening interests of junior high school pupils should be formulated.

HISTORY

MODERN EUROPEAN HISTORY—SEMESTER 1.

Medieval types of life; castle, manor, monastery, town with the trade and exchange of ideas resulting from the Crusades and Renaissance as a basis for the stndy of Modern European History; an analysis of Europe at the close of the French Revolution; the reaction of England and the Continental nations to the extreme individualism of the Revolution; the effect of the Napoleonic era; the readjustment by the Congress of Vienna; the final modification of the Revolutionary principles in the expanding nationalism of Europe; the different political growths in the various nations after the Revolution; the commercial and industrial conflicts coincident with the political development; the problems which have arisen as a result of the racial, linguistic and geographical differences of the European peoples. The present conditions in Europe which have come about as an aftermath of the World War.

AMERICAN HISTORY—SEMESTER 3.

The European background of American history including the settlement of the colonies and colonial development should be briefly reviewed; geographical factors which have influenced American history with special reference to the differences between the North and

The Senior Kitchen—Household Arts Department.

Household Chemistry Laboratory.

Class in Dressmaking.

The Practice Dining-room.

The Cafeteria.

The Gymnasium.

the South; the Declaration of Independence and the Revolution as preparatory steps toward nationalism; the growth of American national institutions with an intensive study of the topics stressed in the academic syllabus; a consideration of our present day problems from a historical point of view, such as the United States as a world power, immigration and methods of Americanization, the relation of capital, labor and the public, our present tendencies toward a stronger nationalism; a study of local history, community civics, observance of holidays, American biographs, the use of materials such as maps, slides, outlines, pictures, supplementary reading and the elementary syllabus; methods which show types of lessons, the nature of history assignment, reviews, the adaptation of work to various grades and the correlation of English and geography with history.

ARITHMETIC

Intensive study of the essentials in the subject matter of arithmetic guided by the state syllabus and with topics selected from the standpoint of individual and community needs; developing number concepts with approved devices for the recognition of number facts and drill in the same; the underlying principles of fractions, denominate numbers; percentage, together with type problems chosen from the practical arts and actual business practice, emphasizing analysis of problems, clarity of expression, lesson plans and the most effective methods of presentation; standard tests and the interpretation of their results.

SUGGESTED ELECTIVE COURSE.

The application of arithmetic in commercial, industrial and community life with further drill in analysis and in oral and written questioning; the fundamentals of algebra and simple problems in geometry.

NATURE STUDY.

NATURE STUDY—SEMESTER 3.

Nature study is to include such forms of elementary science in the grades not covered by geography as children can assimilate and should correlate with geography and reinforce it at every step. Methods classes should be shown that the purpose of nature study is to bring the pupil into a broad sympathy with the natural world and especially to humaneness. The source of the material for study should be the things at hand, and it is important that these should be presented from the side of field and laboratory. Field trips, therefore, should constitute a regular part of the work.

Classes are to be shown that the subject matter presented to children will depend largely on what is available in the vicinity, and for this reason courses may be varied somewhat to suit existing conditions. Teachers in training, therefore, should learn to depend on their own resources for securing the material to be used in instruction. Considerable attention should be given to the collection and suitable display of specimens to be studied. The course should lead students to see that important aims of nature study are to make children inquirers into facts of nature and to develop the patience necessary to secure, through personal investigation, the information desired.

DRAWING

FIRST YEAR—SEMESTER 1.

This course is required of all students.

This is a fundamental course designed to acquaint the student with the subject as a whole. The subject matter is based on the work given in the public school course of study and includes instruction in Representation, Design, Lettering, Composition and Color harmony in their application to the home, dress, school and community interests. With this should go a study of the industries which depend largely on art for their excellence, particularly those industries which provide food, shelter and clothing, the greatest needs of man. The construction or handwork should be based directly on this subject matter either to clarify it, or to illustrate some well defined industrial process.

The following suggestions are made for the course.

Representation. Story illustration by drawing, paper cutting and tearing. Nature and object drawing.

Design. Design principles, proportion, rhythm and balance and their application to construction problems in clay, paper, cardboard, weaving, sewing and wood.

Lettering, cut and drawn alphabets, labels and notices. Poster design.

Color. The spectrum colors; hue; value; chroma; color schemes from nature; collections of color harmonies.

Construction. Typical problems should be given, based on the study of the industries, and which illustrate some process by which natural materials are transformed into commodities for the use of man. Since only a small number of projects may be considered in the time allowed, those chosen should be representative of the industry under discussion.

Art appreciation should be included in every drawing lesson through class criticism, by which judgment is developed.

SECOND YEAR—SEMESTER 3.

Such differentiation should be made in this course for the Kindergarten, Primary, Intermediate and Grammar groups as the course of study requires. The work should consist largely of intensified study of the work of the grades chosen. Greater excellence of idea and technique should be expected in all projects.

Representation. Composition of nature forms in given spaces. Circular, parallel and angular perspective. Grouping of objects. Pencil and water color technique. Elementary figure drawing.

DRAWING (2)

Design. More advanced study of the principles of composition. Problems involving space division. Use of nature material for design units. Designs for special days and festivals. Lettering and commercial design, use of lettering pens, development of monograms.

Color. Color harmonies, complementary, analogous and monochromatic. Color analysis. Discussion of color theories. Design and color in relation to dress and house furnishings. Methods of teaching art appreciation through such problems.

Construction. The study of the industries most important to man should be continued, illustrated by projects in drawing and construction.

The following topics are suggested for subject matter. (1) The value of the industry to man; how we are affected by it. (2) the

evolution of the industry, its story, its heroes of invention. (3) Characteristics of the product; what constitutes excellence. (4) Materials employed, where they come from. (5) Processes involved. (6) Tools used. (7) Healthfulness. (8) Hours and wages, the training of the workers. (9) References to the industry found in literature. (10) The part played by drawing and design. (11) The industry as depicted in art. The industries suggested for study include Food, Shelter, Clothing, Art Products, and Records, Utensils, Tools and Machines, Light, Heat and Power.

THIRD YEAR—SEMESTER 5.

Elective course in advanced drawing.

Requirements: First and second year drawing or their equivalent.

This course should be devoted largely to advanced Drawing which will give students the ability and confidence which will enable them to draw easily before their classes.

Representation. Nature and object drawing in pastels, charcoal and water color.

Figure sketching for use in illustrations and posters.

Design. Design and color in relation to costume design and interior decoration.

The student should be allowed the choice of some craft, as metal, leather, weaving or pottery, and should design and carry through some problem which may be finished with a high degree of excellence. The students should also contribute largely to the school needs in the way of posters and charts, designs for festivals and pageants, and covers for school publications.

DRAWING (3)

The work should be of college grade.

Suggested elective course in art appreciation 20 periods or 40 hours.

History of Art and Architecture. Elements of beauty, line, dark and light color.

Relation between architecture, sculpture and painting.

Development of modern architecture.

Brief history of painting and sculpture.

Picture study. Choice of pictures for the grades and methods of teaching.

Fine design and workmanship in the crafts. Textiles, Pottery, Metal work, Woodwork.

The lantern should be used in this course, together with collections of photographs and reference books. Art galleries and museums should be visited if possible, and traveling exhibitions may be secured for the school.

GEOGRAPHY

GEOGRAPHY—SEMESTER 2.

A general course presented on a collegiate level to give to prospective teachers a body of geographical facts so well organized in the

mind of the teacher that these facts may be instantly available when needed. Such facts and principles will include some in the field of mathematical geography, others in the field of physical geography or physiography and a far greater number in the fields of economic and political geography with their relations to each other duly established. For example such geographic influences under physiography as position, form, size, relief, climate and drainage may be taught provided they are made to bear upon man and his life and work. Not the mere physical facts but their human bearing must concern us. A series of examples or "problems" may best develop the significance of such influences. Such a broad course cannot ignore the fact that native or racial genius, religious belief, national and international alliances and hatreds have great influence in determining the economic and industrial life of peoples. International relations, the outgrowth of geographic conditions, should be better understood than at the outbreak of the war in 1914.

GEOGRAPHY (METHOD)—SEMESTER 3.

A study of teaching practice (or method) in the presentation of this subject in the grades. This should include enough of the development of geographic knowledge to explain the origin of the so-called methods of past and present,—journey method, topical method, type-study method, problem and project method. The valuable features and limitations of each should be presented. A study of the materials available to the teacher should be made,—text-books, maps, illustrations, graphs, slides and product materials. Some attention to regional geography with field trips should be included and an intensive consideration of New York State geography as recommended in the State syllabus should be made.

MUSIC

All students should be examined upon entrance, and such as are unable to sing familiar songs, or imitate songs sung to them, as well as those unable to read the simplest melodies, should be assigned to a special class for intensive instruction. A daily period of such instruction will soon bring the majority of such pupils into line and enable them to profit from the work of the regular course. The work of such a class should consist of imitation of simple melodies; matching of tones and imitation of sounds which appeal to the ear of the individual student; reading of simple melodies and only such theoretical instruction as is needed for progress in reading.

FIRST YEAR

The work of the two semesters should accomplish the following:

Music Reading:—Ability to read at sight material found in such books as the Congdon Primer and No. 3; Hollis Dann course, second, third and fourth books. Progressive, books one and two; Harmonic Course, Primer and Book I; Educational course, Book I.

Ear Training:—Recognition of Major and Minor scales, major and minor tonic chords in all positions, consecutive thirds, modulation to the Dominant Sub-dominat, relative and tonic minor keys. Familiar songs, period, phrase, two and three part forms, authentic plagal, cadence and semi-cadences. No theoretical study here, except the use of the terms given above as applied to music which the pupils hear.

Notation and Terminology:—Notes, rests, measure and measure signatures, staff, clefs, major scales, dynamic signs of expression as found in Readers used, terms expressing power, tempo, style; use of accidentals writing all forms of minor scale, syncopation, duplet, triplet, etc.

Songs:—Memorizing the two patriotic songs in most common use, five familiar community songs, ten children's songs suitable for Primary grades, study of two part songs especially adapted to the needs of fifth and sixth grades.

SECOND YEAR—SEMESTER 3.

Methods:—

1. Fundamental principles of teaching applied to the teaching of music. Types of lessons studied and illustrated by actual lessons presented to the class, or taught to children and observed by the class. These lessons should include songs taught by imitation, lessons in sight reading with ear training, lessons in musical notation. The text books used in giving these lessons should be in the hands of the pupils for every day practice.

2. Practice in writing melodies to illustrate various problems in music reading. The use of various signs in these melodies will familiarize students with their practical import.

3. The class should be furnished with graded lists of songs, and song books, books suited to the various types of work done in the schools. Pitch pipes, staff markers and other material should be recommended.

4. Observation and Practice-Teaching.

Music Appreciation:—

This course must be determined by the individual school and its local facilities but in general should include a brief study of the lives and works of the Masters; orchestration; conventional forms of composition; demonstration on piano and with records; study of standard operas and symphonies; attendance when possible upon concerts and operas.

OBSERVATION AND PARTICIPATION.

A student-teacher should be assigned to responsible practice teaching only after he has had opportunity to observe and study good teaching.

The two great problems of the training school are the pupil's progress and the student-teacher's growth in skill. In the interest of the pupil's progress not more than half of their instruction should be given by the student-teacher.

Observation should be closely articulated with the subject-matter and methods courses, and should be made the link between theory and practice. In connection with observation there should be ample discussion and the student-teacher should be required to do appropriate reference reading and to prepare occasional lesson plans; also the student-teacher should be called upon occasionally to teach a class under the direction of the critic in charge of the class. By this procedure the ability of the student-teacher to do independent teaching can be determined.

When the student-teacher begins independent teaching, lesson plans should be required for every exercise. These plans should be carefully revised by the critic and constructive criticism made. In

practice teaching the student-teacher should be thrown on his own resources as much as possible. At stated times the critic should meet the student-teacher for the purpose of giving advice and criticism in the matter of discipline and other methods of school-room procedure, based on the actual teaching of the student-teacher.

RURAL COURSE.

(Where sufficient request is made the following is suggested as a three hour elective in the fifth semester.)

The aim of the course arises from the purpose and the nature of the work in the rural school and seeks its expression through the study of these topics: the one room school, its physical surrounding and handicap, its beautification and its contribution to community life; the daily program of study and recitation, reducing the number of classes by combining grades, vitalizing study by home projects, and the correlation of vicinity occupations and interests; the school as a center for instruction and recreation for the whole community; the discussion of migration to the city, the co-operation of all for better conditions of living including the need of scientific agriculture, good roads and markets; the rural school as affected by supervision, consolidation, transportation and other agencies of general or local nature, together with a study of the distinctive characteristics of rural life.

"Upon the trained intelligence, the clarified insight and the disciplined will of our people in all likelihood will depend the fate of the world in the decades that are to come. First, last and all the time it is an educational problem. It is your problem; your duty and my duty. At no time in the history of our profession has the need for devoted, consecrated, and united action been so imperative as it is today. Let us stand shoulder to shoulder with unbroken ranks and see the battle through to glorious victory."—*Bagley.*

II.

SUMMER SESSION

The greatly increased registration at the last two sessions of the Buffalo State Normal Summer School indicate that there is a growing demand for summer courses which will supply the needs of four classes of teachers:

1. Teachers in service who desire summer instruction for professional growth.

2. Normal School students who desire credit for the summer session toward the regular Normal School course.

3. Graduates of high schools who are seeking to earn or renew Rural School Certificates.

4. Teachers of six or more years of experience who by attendance on four summer sessions may secure a Special Normal (Life) Certificate. (Not offered after 1921.)

Thanks to the co-operation of Supt. Hartwell and the School Department of the City of Buffalo which was first offered in the summer of 1919 a gratifying increase in registration at the summer session gives ample proof of the popularity of courses offered.

REGISTRATION OF SUMMER SESSION

1918	204
1919	620
1920	1004
1921	1121

FACULTY FOR SUMMER SESSION 1921

FACULTY

Harry W. Rockwell ..... Principal
Principal Buffalo State Normal School

Ernest C. Hartwell Special Advisor on Extension Curriculum
City Superintendent of Schools, Buffalo

INSTRUCTORS

Arthur J. Abbott ..... Music
City Supervisor of Music, Buffalo

Charles P. Alvord ..... Geography and English in the Intermediate School
Deputy Superintendent of Schools, Buffalo

Gertrude M. Bacon ..... Rural School Management and Principles of Teaching
Superintendent of Teaching, Buffalo State Normal School

Charles B. Bradley .....Drawing
Head of Art Department, Buffalo State Normal School

Carl H. Burkhardt .....Physical Education
Director of Physical Education, City Department of Education, Buffalo.

Harriet L. Butler .....Primary Methods
Deputy Superintendent of Schools, Buffalo

Susan F. Chase .....Psychology
Instructor in Psychology, Buffalo State Normal School

Charles D. Cooper .....Geography
Superintendent of Practice Teaching, Brockport State Normal School

M. Elsie Davis .....Primary Number Work
Assistant Principal School No. 8, Buffalo

Jessie D. Ebert .....Penmanship
Supervisor of Penmanship, Hamburg Public Schools

Minnie Groves .....Penmanship
Instructor in Penmanship, Buffalo State Normal School

Ernest C. Hartwell .....School Administration
City Superintendent of Schools, Buffalo

Walter D . Head .....Supervised Study
Head Master Nichols School, Buffalo

Frederick Houghton .....Adult Immigrant Education
Principal Public School No. 7, Buffalo

Harry W. Jacobs .....Drawing
Supervisor of Drawing, City Department of Education, Buffalo

Jane Keeler .....Composition and Grammar
Instructor Buffalo State Normal School

Ida L. Kempke ....Primary and Grammar Grade Literature
Head of English Department, Buffalo State Normal School

Henry A. Lappin .....English Literature
Professor of English Language and Literature
D'Youville College for Women, Buffalo

Daniel Bell Leary ..Psychology and Philosophy of Education
Professor of Psychology, University of Buffalo

Mary H. Lewis .....Primary Aims and Methods
Principal of Park School, Buffalo

Elma G. Martin .....English and History
Associate Professor English, Wilson College, Chambersburg, Pa.

Beatrice Neudeck .....Librarian
Instructor Public School No. 12, Buffalo

Paul Nichols .....Music
Instructor in Music, Hutchinson High School, Buffalo

Graduates of Vocational Industrial Department—June 1921.

Woodworking Shop.

Nathan Peyser .....Adult Immigrant Education
Professor, College of the City of New York

J. F. Phillipi .....Arithmetic and Algebra
Head of Mathematics Dept., Buffalo State Normal School

W. Howard Pillsbury .....Elementary Administration and Classroom Management
Deputy Superintendent of Schools, Buffalo

P. Frederick Piper .....Science
Associate Professor Geology and Astronomy, University of Buffalo

Harry W. Rockwell .....History of American Education
Principal Buffalo State Normal School

Charles C. Root .....Standard Tests and Measurements
Head Education Dept., Buffalo State Normal School

Ruth E. Speir .....Music
Instructor in Music, Buffalo State Normal School

William E. Weafer .....Commercial Branches
Assistant Principal Hutchinson High School, Buffalo

Frederick P. Woellner ..Adult Immigration Education and History
Head of Dept. of Part-time Teacher Training, Buffalo State Normal School

Nellie P. Howland .....Secretary to the Principal

"Why teach? Because it is a clarion call to the greatest of all opportunities. The only concrete symbol of what the kingdom of heaven is like is a little child. The teacher with a vision of "service" sees in these little images of the Infinite an invitation to work in the Master's vineyard. Itwill bea sorry day for mankind when the motive which prompts those who enter upon the high calling of teaching is gain, and not "service." *Boynton.*

COURSES OFFERED IN 1921

1.* Educational Psychology.
2. Philosophy of Education.
3.* History of American Education.
4. Administration of the Intermediate School.
5. Administration of the Elementary School.
6.* Class Room Management.
7. Studies in Elementary Education.
8. The Modern Progressive School.
9. Supervised Study.
10. Civic and National Problems.
11. English Poetry and Fiction since Tennyson.
12.* Primary Methods.
13. Standard Tests and Measurements.
14.* Child Psychology.
15. Mental Tests.

NOTE: The fifteen courses listed above will be credited for two semester hours each at the University of Buffalo or Canisius College. The maximum number of semester hours collegiate credit that may be gained in any one summer session is six.

16. Rural School Management.
17.* Principles and Types of Teaching.
18* Grammar and Composition.
19.* Primary Literature.
20* Grammar Grade Literature.
21.* Intermediate Grade Reading.
22.* Arithmetic (first five grades).
23.* Arithmetic (upper grades).
24.* Algebra.
25.* Geography.
26.* Geography and English in the Intermediate School.
27.* U. S. History.
28.* Nature Study.
29.* General Science.
30.* Physical Education.
31.* Drawing.
32.* Music.
33.* Penmanship.
34. Commercial Branches.
35. Vocational Homemaking.
36. Vocational Industrial.
37. Adult Immigrant Education.
38. The Maladjusted Child.

Courses marked * are regular courses in the General Normal Curriculum for which credit will be given toward a Normal diploma.

III.

VOCATIONAL HOMEMAKING DEPARTMENT

Since 1910 a three-years' course for Teacher Training in Household Arts has been a notable and successful feature of the Buffalo State Normal School. In May, 1919, the Board of Regents voted to extend the curriculum of this department and provide a four-year course of college grade at State and Federal expense. Teacher training for Vocational Homemaking is emphasized in this new curriculum which became effective in September, 1919. New avenues of service for well-trained workers in Vocational fields are opening to women, and more attention must, therefore, be given to the special training of teachers who are to prepare these workers.

The curriculum of this department has been planned to meet the needs of New York State high schools for teachers in state-aided homemaking departments. The graduates of this department are also eligible to teach in elementary schools, elective high school courses, part-time and evening school classes.

Facilities have been provided in connection with the department to give ample opportunity for a well-rounded homemaking training as well as teacher-training. A practice house is maintained for this purpose and all students are required to live in it for several months. Through co-operation with various city social welfare organizations, students visit families regularly in connection with home administration and nutrition courses and in so doing become familiar with the problems of homemaking with very limited means.

The cafeteria and "Ye Garment Shoppe" a commercial clothing establishment maintained by the department, offer opportunities for increasing technique and skill in management.

Teacher-training facilities are provided in connection with classes from the School of Practice, nearby high schools and extension classes.

On completion of this course the University of the State of New York will grant a college degree of Bachelor of Science (in Home Economics) and the state will provide a license to teach in community centers, in Vocational Schools of Homemaking and in higher institutions offering Vocational Homemaking courses.

"Education is an investment not an expense."—*Strayer.*

COURSES OF STUDY

FRESHMAN

First Semester	Credits	Second Semester	Credits
Chemistry 10	4	Chemistry 20	4
Biology 10	4	Biology 20	3
English 10	3	English 20	3
Design 10—Elementary	3	History — Modern	3
Clothing 10	3	Foods 10	3
	16		16

SOPHOMORE

			Credits
Clothing 20	4		
Design 20 (costume design)	2	Foods 20	4
Education 10	10	English 30	2
Economics	3	Physics — Household	4
Education 20	2	Economics	3
English 40	2	Household Science 10	3
	16		16

JUNIOR

Major in Clothing		Major in Foods	
Clothing 30	10	Foods 30	10
Education 30	3	Education 30	3
Education 40	2	Education 40	2
Sociology	4	Sociology	4
Child Training and Home Nursing	3	Child Training and Home Nursing	3
Textiles	4	Chemistry 30	4
Electives	4	Electives	4
	30		30

SENIOR

Home Administration	6
Foods 50 — Dietetics	3
Design 40	4
Education 50	2
Education 60	6
Education 70	2
History — Industrial	3
Electives	4
	30
Clothing 50—Field work in Textiles	3

Physical Training required—no academic credit.

Freshman round table, one meeting per week—no academic credit.

Address all inquiries regarding the Homemaking Department and all requests for Special Catalog to Director of Vocational Homemaking Dept., State Normal School, Buffalo, N. Y.

IV. DEPARTMENT OF INDUSTRIAL TEACHER TRAINING

PURPOSE OF DEPARTMENT

The purpose of the department is to prepare qualified men for:

First, Shop teachers in unit trade schools.

Second, Technical teachers in unit technical schools.

Third, Related subjects teachers in unit trade schools.

Fourth, Teachers in part-time schools.

Fifth, Teachers in general industrial schools.

Sixth, Teachers in evening vocational schools.

These teachers are being prepared to teach in State or Federally aided vocational schools in the State of New York.

DEMAND FOR VOCATIONAL TEACHERS

The vocational work in Public Schools is rapidly developing in every part of the State. All the cities are rapidly recognizing and giving a place to vocational work in their educational programs. This development means a greater demand for trade, industrial and related subjects teachers.

Part-time education is being conducted in over one hundred cities of the State and is requiring large numbers of teachers. The part-time educational program when fully operative in 1925 will afford a large number of splendid opportunities.

Cities of less than 25,000 inhabitants are establishing departments of industrial work that will require specially trained people in large numbers. Evening vocational schools are being organized in the majority of cities and towns and these will also require many teachers with definite training.

The demand for trained vocational teachers has greatly exceeded the supply during the current year. There is no question but that trained people will always be in demand for some one of the many fields of vocational education.

Salaries for vocational teachers have been advanced very materially during the past few years. Indications are that further increases will be such that people will enter this field as a permanent life work and receive a good income.

SHOPS, LABORATORIES AND EQUIPMENT

The Department has one of the very best equipped school machine shops in the country. All types of thoroughly modern production machine tools, comprising various types of lathes, shapers, drills, milling machines and grinders are on the floor and are available for the training of teachers.

The woodworking department is very well equipped with machine tools, and includes bandsaw, universal saw, jointers, surfacers, hollow chisel and chain saw mortisers, lathes, boring machine, trimmer, benches, and small tools. All machine tools are individual motor driven and represent the best types of equipment.

The printing department will be equipped with platen presses, paper cutter, proof presses, stapler, cases, stands, cabinets, type and the miscellaneous equipment that will permit of good commercial practice and experience.

The electrical department will be equipped with generators, motors, transformers, panels, switch boards, batteries, meters, a wide range of testing instruments and all necessary small tools and equipment. The facilities will be complete in every respect for handling work in light, power and signal wiring; wireless key and telephone operation; repair work on standard electrical equipment and the running of all standard tests.

The sheet metal shop will be supplied with forming, folding, grooving, beading, turning, and burring machines and all the small tools and equipment necessary for teaching all forms of practical work.

Two large, well-lighted drawing rooms thoroughly equipped are available, also the necessary science laboratories which afford excellent opportunity for related work.

APPLICATION FOR ENTRANCE

Candidates for admission to the Industrial Teacher Training Department should apply in person or by letter to the Principal of the School or the Director of the Department. At that time credentials should be submitted showing amount of school work completed, trade work engaged in, a physician's certificate of good health and the names of two persons who can testify as to the character of applicant.

Formal application blanks will be filled out at the time of interview or will be mailed to applicant upon the receipt of credentials.

Address all inquiries concerning enrollment, courses of study entrance requirements and expense to

Director of Industrial Teacher Training Department

State Normal School, Buffalo, N. Y.

Course of Study. The course of study to be pursued in the two-year day course for high school graduates is as follows:

FIRST YEAR

First Term	Credit Hours	Second Term	Credit Hours
Applied psychology	5	English	5
Hygiene and accident prevention	2	Theory, principles and problems	3
Mechanical drawing	2	Mechanical drawing	3
Trade mathematics	3	Machine shop	5
Woodworking	5	Electrical work	5
Printing	5		
	22		21

Ten weeks of approved trade work during the summer.

SECOND YEAR

First Term	Credit Hours	Second Term	Credit Hours
Study of trades and organization of courses of study	5	Study of trades and organization of courses of study	5
Teaching industrial work	5	Shopwork (elective)	10
Trade science	2	Practice teaching or Mechanical drawing	5
Industrial history and economics	3		20
Mechanical drawing or Practice Teaching	5		
	20		

Ten weeks of approved trade work during the summer.

ONE-YEAR DAY COURSE

Admission. Candidates for admission to the one-year industrial teacher training course shall present evidence meeting the approval of the Commissioner of Education of, (1) five years of trade, industrial or technical training of not less than journeyman grade, (2) a good general education, (3) good morals, health and personal qualifications necessary to success in teaching.

Course of Study. The course of study to be pursued in the one-year day course is as follows:

First Term	Credit Hours	Second Term	Credit Hours
Trade analysis and organization of courses of study	5	Trade analysis and organization of courses of study	5
English	5	Public speaking	3
Mechanical drawing or shopwork	5	Teaching industrial subjects	5
Trade mathematics	5	Practice teaching	5
Theory, principles and problems of vocational education	3	Hygiene, and accident prevention	2
Trade science	2	Industrial history and economics	3
	25		23

TWO-YEAR EVENING COURSE

Admission. Candidates for admission to the two-year industrial evening teacher training course shall present evidence meeting the approval of the Commissioner of Education of, (1) six years or more practical contact with an industry, a trade or technical occupation of which not more than three years shall have been as an apprentice or in work of less than journeyman's grade; (2) graduation from the grammer school or its equivalent; (3) good morals, health, and personal qualifications necessary to success in teaching.

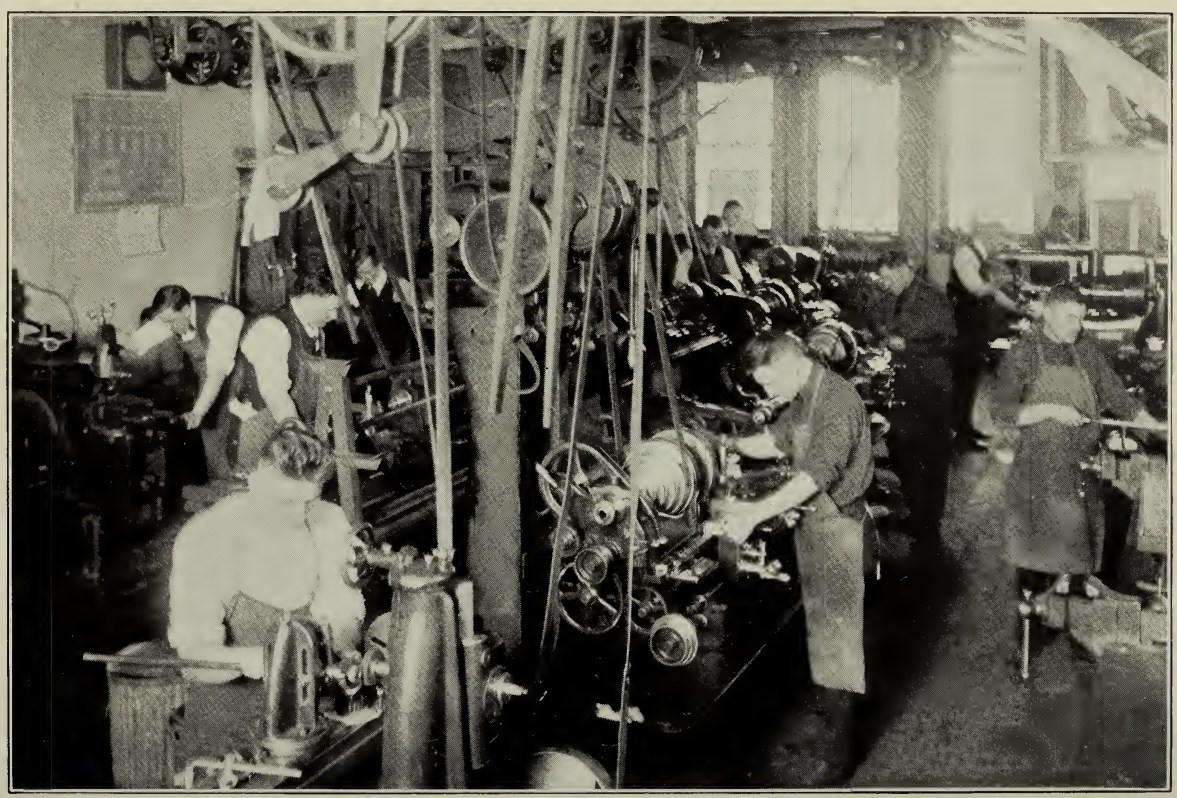
Candidates for admission to the Two-year Commercial Evening Teacher Training Course shall present evidence meeting the approval of the Commissioner of Education and of, first, three years experience in commercial work; second, graduation from an approved high school; third, good morals, health and personal qualifications necessary to success in teaching.

V.

FOUR YEARS TEACHERS' COLLEGE COURSE

First two years given at Buffalo State Normal School; last two years given at the University of Buffalo or Canisius College. Bachelor of Science Degree earned on completion of the course.

Electrical Shop.



Machine Shop.

A NEW TEACHER-TRAINING PROJECT

Recently the details of a far-reaching plan were perfected whereby all the existing institutions of the city for the training of teachers are closely co-ordinated. The most striking feature of the new plan is that it permits an ambitious student not only to secure a university education at small expense but to earn the cost of the course at the same time that he gets the benefits of a college training.

That the plan will have immediate and impressive effect in improving the efficiency of every element of the teaching profession is the opinion of the co-operating institutions.

Under this scheme it is possible for the ambitious, adequately prepared student who desires a college education to secure one in five years (although many candidates will need six or seven), of which two will require no payment for tuition and the others will be under full pay as a regular teacher; and all this without leaving home. Such a project should especially attract young men, as well as young women, who are looking forward to teaching either in the intermediate school, the high school, or to administrative work in education, for a more thorough preparation for such work cannot be secured.

The three agencies,—the School Department, the State Normal School, and the University of Buffalo, are either wholly or in part working for the betterment of present and prospective teachers. Some time ago it occurred to the Superintendent of Schools that if the Normal School and the University would co-operate not only with each other but with the School Department, a teacher-training scheme might result which would use the resources of each for the common end. Graduates who entered the Normal with the University's entrance requirements for the Science Course may go to the University as Juniors, receiving the credit for the Freshman and Sophomore years. In other words, normal graduates will be credited at the University with sixty-four hours of the necessary one hundred twenty-eight semester hours required for the B. S. Degree. They may complete the remaining sixty-four hours in two years of full time work at the University, or they may take advantage of the special teacher training project which is described herewith. On graduation from the Normal School the candidate will take the City Department of Education's Teachers' Examinations and if successful in these, the name of said candidate will appear on the eligible list and be considered for appointment in due course. Having received an appointment the candidate will be assigned to one of five so-called Probationary centers. At the same time candidates may pursue extension courses at the University at hours conveniently arranged so as not to interfere with regular school

work. By this plan the work of the Junior and Sophomore years may be completed, in from three to five years, depending on the ability and ambition of the student. A maximum of twelve semester hours for the parallel teaching experience will be credited so that the necessary sixty-four hours to be completed at the University may thus be reduced to fifty-two. The University considers these twelve hours in the same light as Laboratory work, it being practice work done under the supervision of a member of its faculty. The University will not confer the degree on the completion of the specified course until the student shall have also completed a satisfactory thesis which must show powers of concentration for research in the subject chosen. It should be added that teachers who pursue this plan having been appointed to Probationary Centers will at the end of one year's successful experience in these centers, be given a permanent appointment in th city school system.

PROPOSED CURRICULUM AT THE UNIVERSITY

Students desiring to complete the work of this four years teachers' college course, whether on a full time basis or as regular teachers in the city department pursuing extension work at the University outside of school hours, will be offered in addition to the required subjects an attractive field of specially arranged groups as follows:

Required of all students—College Civics, Language (additional year), Psychology, Educational Psychology, English II.

Group I.—Administration

General Administration—Tests and Measurements, Intelligence Scales, Philosophy of Education, Educational Sociology, History of Education, Physiology and School Hygiene, Electives.

Group II.

Teachers of English—Shakespeare, 19th Century Poets, Principles of Literary Criticism, Teaching of English, Essay in 18th Century, Greek and Latin Classics, Bibliography, Comparative Literature, Chaucer, Milton, Appreciation of Music.

Group III.

Teachers of Ancient Languages—Latin II., Greek I., Greek II., Appreciation of Art. Electives.

Group IV.

Teachers of Modern Languages—Electives in French, Spanish, Italian, German, Russian. Teaching of Language.

Group V.

Teachers of Mathematics—Freshman Mathematics (Advanced Algebra, Trigonometry, Plane and Analytic Geometry), Solid Geometry, College Algebra, Calculus, Teaching of Algebra or Geometry.

Group VI.

Teachers of History—History I. (European to 1740), History II. (1740 to 1870), History III (1870 to 1918), Economics I., Government I., Teaching of History. Two courses in American History.

Group VII.

Teachers of Science—Chemistry, Biology, Physics, Geology, Physiology and School Hygiene, Teaching of Science.

For a more extended description of these courses together with related fields of electives showing time requirements and faculty assignments address Dean Julian Park, Townsend Hall, University of Buffalo.

ATHLETICS

The Normal School has an excellent gymnasium, well equipped for hand ball, volley ball, and especially adapted for basketball. For the last two years, an excellent record has been made by the Normal School basketball quintette and situated as the school is, it is possible to arrange games with the largest high schools in Western New York and several of the universities. Further development of the Athletic Association will permit arrangements to be made whereby several games may be played with the Normal Schools throughout the state.

There is no baseball ground on the campus but the school has access to the diamond at Fort Porter and to diamonds at the Front, which are maintained by the Park Commission of Buffalo. As these are all within fifteen minute walk from the school, it is possible to arrange a full schedule of games. During the season of 1921 the baseball team made an excellent record, winning the majority of the games played. Among the opponents were represented some of the strongest school teams in this section of the state.

The faculty is keenly interested in athletics and will assist in making arrangements for an extensive schedule of games and is rapidly developing athletics in general in the school.

REGISTRATION

For School Year 1920-1921

General Normal (Elementary Teachers)	309
Kindergarten	80
Vocational Homemaking	91
Vocational Industrial	34
	514
Buffalo Evening Vocational	78
Rochester " "	46
Summer Session 1921	1121
Extension Courses	550
Total Registrations in all Departments	2309
Practice School	329
Practice Grades at School No. 38	324

Demonstration Lesson Before Evening Vocational Class in Demonstration Room.

A View of the Assembly Hall.

The Principal's Residence.

THE LIBRARY OF THE
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UNIVERSITY OF

Buffalo State Normal and Training School

CURRICULA

*I GENERAL NORMAL COURSE ....2 years

*II KINDERGARTEN PRIMARY COURSE..2½ years

*III KINDERGARTEN COURSE .....2 years

IV VOCATIONAL HOME MAKING COURSE.4 years
Degree; Bachelor of Science (in Home Economics).

V INDUSTRIAL TEACHER TRAINING COURSE.
One and Two-year Day Courses.

VI SUMMER SESSION.

VII TEACHERS' COLLEGE COURSE .....4 years
Degree Bachelor of Science.

First two years at Buffalo State Normal last two years at University of Buffalo or Canisius College.

*To be increased to three years after September 1921.

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